



## **Instructional Program Review Summary 2003-2004**

Instructional Area: **DEV** **COM**

Department: **DEVR**

Discipline: **Reading**

**January** **14,** **2004**

## Instructional Program Review Summary

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NOTE: An external reviewer should not be required to refer to the documentation notebook to understand the Instructional Program Review

Summary. Rather, data should be clearly cited in the summary so that the reviewer can easily find the source documents if needed.

### EXECUTIVE SUMMARY

Use the following guidelines to provide a concise overview/summary of the program review contained in this report.

Write a brief description of the goals and objectives of the discipline.

To continue to provide opportunities for students to succeed in their college pursuits.

Overview of how the program review was conducted. Department meetings were held and faculty and staff provided input. Meetings were held with the committee members to review information provided by the faculty and OIE documents.

Summary of findings:

Progress on previous program review recommendations. 4th year of program review

Program strengths. Faculty and staff

Areas for improvement. Funding and facilities

Key planning issues. The Reading Curriculum Task Force works closely within the Developmental Communications Task Force to continuously evaluate the program in order to meet the goals and objectives set forth. When new initiatives are proposed, the entire task force is able to give input. The cohesiveness of the faculty as a whole is key to any planning within the program.

Conclusions: What are the major conclusions regarding the present state of the program?

The Developmental Reading instructors program review has been examined thoroughly and reviewed by the program's faculty. Using guidelines provided in What Works: Researched Based Practices in Developmental Education by Hunter Boylan, we used the rating scale provided in Ch. 4 to match our program against Best Practices.

Recommend future directions for the program based on this review:

Expand services

Maintain services

- Reduce services
- Close program

Recommendations: Summarize the self-study's recommended actions for improving the quality of the program.

Even though we feel there is high quality in the developmental reading program, regular evaluation of goals and objectives of each level of instruction is very important to the overall quality of the program.

### SELF-STUDY TEAM PARTICIPANTS

List the names of people who participated in the review and their association with your program.

Name Cathy Smith  ACC Faculty  Industry Representative   
Student

Name Dolores Segura  ACC Faculty  Industry Representative  
 Student

Name Mary Leonard  ACC Faculty  Industry Representative  
 Student

Name Frances Slaughter  ACC Faculty  Industry Representative  
 Student

Name Jenifer Pascua  ACC Faculty  Industry Representative  
 Student

Name Zoar Calvetti  ACC Faculty  Industry Representative   
Student

Name Developmental Rdg Faculty  ACC Faculty  Industry  
Representative  Student

Name Rick Roberson  ACC Faculty  Industry Representative  
 Student

Name Susan Jones  ACC Faculty  Industry Representative   
Student

### PROGRAM DESCRIPTION

Provide a brief description of the overall history, major developments and current objectives for your program (limit to 500 words).

The Developmental Reading Department's mission is to prepare students to participate effectively and independently in a community of academic readers. This preparation includes vocabulary development, sequential skills development, critical thinking and strategic studying, spelling improvement, and THEA preparation.

### STRENGTHS, WEAKNESSES, OPPORTUNITIES, THREATS (SWOT)

List the names of people who participated in the SWOT and their association with your program.

- Name **Developmental Communications (Reading & Writing) Task force**  
 **ACC Faculty**     Industry Representative     Student
- Name **Cathy Smith**     **ACC Faculty**     Industry Representative  
 Student
- Name **Dolores Segura**     **ACC Faculty**     Industry Representative  
 Student
- Name **Mary Leonard**     **ACC Faculty**     Industry Representative  
 Student
- Name **Jenifer Pascua**     ACC Faculty     Industry Representative  
 **Student**
- Name **Zoar Calvetti**     ACC Faculty     Industry Representative  
 **Student**
- Name **Frances Slaughter**     ACC Faculty     **Industry Representative**  
 Student

Summarize the findings of the SWOT analysis. Focus on the top 5 or 6 issues and answer the following questions:

**Strengths:** In what does your program excel?

- \***General course offerings/ Paired course offerings (Best practices)**
- \***Variety of levels (benefits students)**
- \***Quality of staff/Compatibility of staff**
- \***Mentor new instructors**
- \***Dedicated faculty that cares for developmental studies students**
- \***Award winners on staff**
- \***Students willing to learn**

**Weaknesses:** What are the aspects of your program, which, if not addressed, will impede the area's future?

- \***Not enough cross-breeding between developmental reading & writing (meetings & courses)**

**Opportunities:** What factors does your program need to take advantage of in order to enhance the quality of the area?

- \***Opportunity to control THECB data on developmental courses**
- \***Closing the gaps - opportunity to train**
- \***Opportunity for developmental studies to bridge between public school education & college education**
- \***Opportunity to work with GED group**

**Threats:** What are the external factors that could negatively impact your program's future?

Funding

TX legislature & THECB (abolishing TASP)

The Board of trustees

Discuss changes from the program's previous SWOT analysis.

The new reorganization has cemented and faculty have become comfortable with the new organization. Faculty continue to develop new initiatives, review goal and objectives and pursue professional development in developmental education, especially developmental reading as evidenced by the 2003 Fall analysis.

### ANALYSIS

#### [a] Relevance of the program to College mission and desired ends

##### Mission:

Review the program's purpose statement. Verify that the statement is current and accurate and reflects the mission of the college as a whole or update the purpose statement.

The Self-Study team reviewed the program purpose statement and found (select one):

The purpose statement is current, accurate, and reflects the mission of the college.

The purpose statement was revised as shown below:

#### Desired Ends (Board Policy A-2. Intended Outcomes)

How well does the program support the intended outcomes of the college by providing "service-area adults with the postsecondary and higher education they need and can use for productive useful lives?"

In what ways does the program demonstrate an open, responsible exchange of ideas?

Each Developmental Reading instructor builds into his/her syllabi opportunity for research and discussion. Guidelines for classroom activity encourage open exchange of ideas and opinions with respect to each individual's ideas about a subject. Knowing that each student will be participating in democratic responsibilities as citizens, it is vital that students move from little knowledge about an issue to an informed exchange of ideas. Within the workplace, individuals are prepared to participate in group discussions and made to know

that their ideas are important to a company. The Reading Program is based on the premise of preparing students for their future in the community and workplace. Various media are used within the classroom to also stimulate discussion of topic studied.

In what ways does the program provide an open door to educational potential?

Developmental Reading classes are based on three levels of reading instruction. The Fundamentals of Reading class provides basic skills for students in order for low-level readers to have a sound basis for achievement in the next two levels of instruction, Reading Skills I and Reading Skills II. At the Fundamentals of Reading level, students have access to one-on-one instruction with the assistance of Instructional Associates in the Learning Labs

In what ways does the program take targeted action to address internal needs within available resources?

Textbooks and supplies are made available each year. Due to increases in enrollment in Developmental Communications, some campuses urgently need space. Funding has been radically cut and faculty members have been unable to attend conferences--both state and national. However, several faculty members have paid their own way just to be able to attend conferences because of the development opportunities. This reflects the desire of faculty to constantly gain information that will help them in the classroom.

In what ways does the program demonstrate a commitment to integrity and exemplary standards?

The Reading Curriculum Task Force established goals and objectives for each level of instruction. These goals and objectives are given to each student upon entering a class and discussed in first classes. Exit tests administered near the end of a semester figure 15% of a final grade and help to determine a student's readiness to achieve in the next-level class. Students who are not ready for the next-level class are encouraged to repeat a class if necessary, if taking that step would help them to achieve a sound base for achievement in the next level.

In what ways does the program demonstrate personal and professional ownership that generates accountability?

Because our faculty and staff are dedicated to the teaching profession and the student body, during the semester students are placed in our care, each instructor makes every effort to see that the individual students attend regularly and achieve their goals and objectives for being in school. This dedication is also reflected in the fact that each year many of the faculty members attend or present at national and state conferences and workshops. Many faculty members are members of state and national

professional associations stay up-to-date on professional research through journals and papers.

**[b] Responsiveness to community needs and satisfaction of community demand**

In what ways does the program address a verifiable need for the student, community, and society?

The Developmental Reading Department plays a critical role in implementing the legislative mandate that every public higher education institution must "assist students who are not yet reading (to perform college-level work) by providing the advising and educational support they need to succeed in college.

Describe the results of the program's most recent assessment of community need.

Because of the fact that each Developmental Reading class reaches maximum or near-maximum enrollment each semester, no specific assessment of community need has been made. The Capital IDEA College Preparation Academy, a partnership with Austin Community College, also feeds students into our program each semester. In addition, The University of Texas often refers students who need basic skill development to Austin Community College.

How do the program's five-year enrollment trends compare with those of the College overall?

Over the past five years, the trend for the college is to offer less sections overall due to budgetary constraints. Prior to 2001 the number of sections increased overall throughout the college. However, after for of 2001, budgetary issues mandated that all departments offer few sections in order to have classes at greater than 60% enrollment. By studying Table 2 and 4, and the Preliminary Enrollment Report of 2003 (OIE Supplements), this trend can be seen throughout the various department around the college.

**[c] Accessibility to students and identification of unnecessary barriers**

Analyze when and where courses are offered (by campus, time of day, mode of delivery).

The Developmental Reading program works closely with staff of Deaf Services and Office of Students with Disabilities to provide maximum service to these specific populations within the classroom. Classes are made available on each campus. Individual tutoring from Instructional Associates in the Learning Labs is available for students have difficulties. Instructors attend workshops and conferences to learn specifically how to recognize, assess, and take effective measure to work with at-risk students.

List the number of sections taught (by location).

Fall 2003

CYP 10

EVC 10  
NRG 19  
PIN 08  
RGC 09  
RVS 19  
Distance Learning 04  
Total 79

List the number of sections closed or canceled per course.

Fall 1999  
DEVR 1303 1 cancelled  
DEVR 1313 1 cancelled  
DEVR 1343 3 cancelled

Spring 2003  
DEVR 0303 1 cancelled  
DEVR 1303 1 cancelled  
DEVR 1343 1 cancelled

Overall total of cancelled classes from Fall 1999 to Spring 2003, there was a total of 73 cancelled classes. We have consistently tried to maintain the appropriate number or sections needed by location and times.

How does each of the five-year demographic trends (gender, ethnicity, age group) for this program compare to the overall college trend? (List the source of your information.)

In the Spring of 2000, the average age of students was 22.7 with 360 White, 167 Black, 265 Hispanic, 69 Asian-American, 10 American Indians, 27 non-resident alien and 17 others for a total of 914 with 530 being female, and 384 being male.

In the Spring of 2003, the average age of students was 22.5, with 271 White, 177 Black, 290 Hispanic, 52 Asian-American, 9 American Indians, 30 non-resident alien and 36 others for a total of 865 with 501 being female, and 364 being male. Source: ACC Computer Systems (OIE) Talbe 8.

Identify any unnecessary barriers to students, especially those who are educationally disadvantaged and not well served by other colleges.

Our program is not a barrier to students because we offer courses at every campus at varying times and in different instructional modes including distance learning for those who are unable to attend a regular classroom setting format. The barriers that we do see are related to financial aid and students not being knowledgeable of financial and scholarship opportunities. So, counseling and financial aid departments need to get the word out about the financial opportunities in order to better help students meet their financial responsibilities in order to help students complete the academic work.

#### **[d] Student outcomes including participation and successful-completion rates**

How do course completion rates (A-B-C-D rates) for courses within this program compare to College norms?

In the Fall of 2001, 86% of the college completion rate consisted of a C or better, while 85% of the reading completion rate and 80% of writing students had a C or better. (See Analysis of Non-Transfer, Withdrawal, and Non-Mastery Rates, Developmental Studies - FALL 2001.)

What are the program completion or graduation rates (compared to intent as well as overall) for this program?

Graduation rates are not applicable to our program. Because we are not a Workforce Program, the two documents ADP 8-1 and ADP 8C titled "Graduation/Persistence and Remediation Fall 1999 FTIC Cohort were not available for review.

How do withdrawal rates for courses compare to College norms?

In the Fall of 1999, 80% of the student withdrawals were initiated by students, primarily conflict between class and jobs, while 20% of the withdrawals were initiated by faculty, while consisted of excessive absences and missed assignments. In comparison, withdrawal rates of Fall 2001, indicate that 39.6% withdrawals were initiated by students while 60.4% were faculty initiated. Student initiated withdrawals continue to indicate that personal issues and job conflicts are the main reasons that students withdraw, while faculty-related issues continue to be excessive absences and lack of assignment completion. This correlates with student withdrawal reasons.

What do the results of the program's student learning outcomes assessments (departmental final exams, exit tests, standardized tests, etc.) indicate about the program?

In addition to successful course completion rates, one of the most important developmental effectiveness measures is successful completion of the related college-level course. Of the students who completed Reading Skills II with a grade of "C" or better in Fall 1999 and subsequently, within two years, earned a performance grade in a course designated to meet TASP guidelines, 82% also earned a grade of "C" or better in TASP guideline courses.

#### **[e] Measures of program quality and educational value added**

- **Academic Standards**

What are the processes and procedures that the department uses to maintain academic standards and achieve consistency within the department?

The department has standardized exit exams, and the exit levels are set by the Reading Task Force and reviewed and regulated on a regular basis by a

committee to insure that students are exiting and being successful in subsequent classes. We look for and use the most current versions of standardized tests that are normed at the college level to insure that students are completing the course with mastery of the essential skills.

- **Curriculum**

What procedures are used to assure that the curriculum is current and adequately meets the needs of students?

The faculty belongs to professional organizations and attends as many professional organization conferences as possible to stay abreast of their professional development and the most current techniques and strategies and new innovations. Each campus maintains a professional library which includes Starlink videos. Faculty meet on a regular basis in the Reading Curriculum Committee to review goals

Are learning outcomes defined for courses and the program?  Yes  No  
Are course texts up-to-date?.  Yes  No  
Are course and program listings in the ACC Catalog up-to-date?  Yes  No  
Do all courses have up-to-date syllabi on file?  Yes  No

Evaluate the use of instructional resources (including those in the library).

Our department works closely with the library, and certain faculty work yearly to develop and update a library assignment for each level of instruction to help students become familiar with the operation and offerings of the library.

Evaluate the extent to which technology impacts the mode of instruction, including the number of courses and sections taught via distance learning.

Technology is used to supplement instruction in the reading classroom. Computer use may include basic computer knowledge, computer-based programs, Internet research, e-mail, and word-processing to name a few. We have approximately five courses taught via distance learning with seven sections offered per semester.

Evaluate the extent to which instruction is focused on problem solving, active learning, and work-based elements.

The majority of our courses include problem solving, and all of our courses encourage active learning so students can use the skills learned in the classroom and apply those skills to subsequent college classes. Our reading study skills classes help students with time management and scheduling situations which will ultimately assist them in the workplace.

List below the current discipline-specific courses within the program and the date of the latest review.

CourseDEVR 0303  
CourseDEVR 1303  
CourseDEVR 1313

Date of Last Review Fall 2003  
Date of Last Review Fall 2003  
Date of Last Review Fall 2003

Course DEVR 0333

Date of Last Review Fall 2003

Course DEVR 1333

Date of Last Review Fall 2003

Course DEVR 1333

Date of Last Review Fall 2003

Course DEVR 1343

- **Faculty**

Do all faculty teaching in the program meet SACS requirements?

Yes  No (if no, please explain)

What is the ethnic diversity of the faculty?

Four percent of the faculty are minorities.

What evidence is there that faculty are staying current in their respective disciplines and instructional methodologies?

All faculty teaching in the reading department meet and/or exceed the professional development requirements of ACC.

What recognition has been given to faculty within the last year?

Sibyl Noack is the Developmental Educator of the Year for the State of Texas, and Ann Palmer and Vonnys Gardner are the current NISOD recipients. Mary Leonard is the past Secretary of the Texas Association of Developmental Education (TADE). Several faculty gave presentations at professional conferences or were instrumental in planning a professional development conference for the reading faculty.

Describe professional development activities in which program faculty participate.

Faculty participate on a regular basis in professional development activities that assist them in their classroom preparation and instruction.

What percent (and the total number) of faculty participate in formal professional development activities on a regular basis?

Of the thirty full-time and adjunct reading faculty members, 100% participate in formal professional development activities.

Describe the types of discipline-related professional development activities offered.

Types of discipline-related professional development activities offered have been Datatel shortcuts, web-page development, idea-sharing, website sharing, textbook author visit and presentation, Dyslexia awareness, textbook supplemental materials review, Texas Success Initiative Review, and T-COM review.

What percent of sections do full-time faculty teach?

In Fall 98, 2262 credit hours (or 90% of the sections) were taught by full-time faculty. while in the Fall 02, 4046 credit hours (or 92% of the sections) were taught by full-time faculty.

What percent of contact hours do full-time faculty teach?

In the Fall of 98, 75% or 44,528 of the contact hours were taught by full-time faculty while in Fall 02, 83% of the full-time faculty taught 72,304 or 83%.

Are student evaluations of instruction within acceptable range?  Yes  No

To what extent are alternative modes of instruction incorporated into classes?

Faculty are encouraged to use alternative modes of instruction to meet the needs of the various learning styles of the students. Total lecture is not recommended for developmental students. Some examples of alternative modes would be small-group discussion, Power-Point presentations, videotapes, one-on-one, e-mail, computer-based instruction, library presentations, student presentations, and guest-speaker presentations.

- **Student Satisfaction**

Do student course evaluations demonstrate satisfaction with courses?

Yes  No

**[f] Adequacy of program resources and efficiency of resource use**

Describe the overall adequacy of resources (human, technological and capitol, facilities, and fiscal) available to the program for providing effective program delivery and outcomes.

At the present time, the human resources of full-time and adjunct are adequate since the Texas Legislature changed the TASP program in the Fall 2003 to the Texas Success Initiative. In a year, we will review the adequacy of the number of faculty relating to the impact of TSI on our program. At the present time, lack of funding does not allow us to purchase capital outlay or expand our facilities or develop new initiatives. The use of the Learning Labs is an integral part of our program, and due to lack of funds, they are unable to expand their hours or service, their tutors, or Instructional Associates which are directly related to our program. More hourly money is necessary to assist faculty at the various campuses. Faculty do not have access to clerical or Instructional Assistants due to lack of funding.

What is the ratio of full-time to adjunct faculty (by course and for the program overall)?

By the Communication Dean area, the ratio of full-time is 1/3 full-time to 2/3 adjunct or 61% adjunct and 39% full-time or 1.6 adjunct to every full-time faculty

member. Every semester the ratio changes due to the number of students that enroll. In the Summer session, most classes are taught by full-time instructors.

How up-to-date is the equipment used by the program? The program uses the most up-to-date equipment available provided by the College. However, the recycling ("hand-me-down") program is an inadequate way to provide faculty with the latest computers. Due to time and the lack of technological assistance, faculty cannot get the computers upgraded or software installed to meet their needs in a timely manner. Many of the computers lack ability to run the latest programs that the faculty use for instruction.

Identify possibilities for improving the efficiency of the program's use of resources.

The College should make more funds available to the department in order to improve or purchase the latest software and upgrade computers as well as provide more hourly assistants.

#### **[g] Comparison of program performance, price, and enrollment with that of alternate local suppliers**

How is the program competitive with similar programs offered by other institutions or schools in the service area in terms of performance, cost to students, and enrollments?

Our program does not compete with proprietary schools, and ACC provides remediation across the district and to arrea districts and businesses.

#### **[h] Direct and indirect program-related revenues and costs to the College**

Identify the major sources of revenue for the program, including grants, partnerships, etc.

Developmental Reading Department is funded by ACC courses tuition and state funding. Prior to FY04, and additional source of revenue was TASP performance-based funding. Prior to FY 04, an additional source of revenue was TASP-performance-based funding. For FY 02 performance-based funding for developmental departments was \$235,228.

Compare program costs to those of other ACC programs.

Determining the actual revenue vs. expenses for developmental reading is not possible due to errors in the FY 02 Program Revenues vs. Expenses document supplied by Business Services (4-24-03). That document overstated adjunct faculty by over \$200,000+. If one takes into account a portion of the performance-based funds and reduces expenses by \$200,000+, the department is most probably close to breaking even.

Compare the program's actual expenditures to the approved program budget for the previous two years.

For the last two years, we expended 100% of our budget each year. The reduction mis-year is some accounts has caused hardship for the program.

#### **TRANSFER or WORKFORCE AREA-SPECIFIC INFORMATION**

**Only Workforce Programs complete the items below.**

Report/status from latest external accrediting agency visit

Developmental -n/a

When was the most recent program revision?

Developmental -n/a

Number of declared majors intending to complete a program who complete degree/certificate requirements within 6 years

Developmental -n/a

Average number of semesters it takes for students to gain degree/credential.

Developmental -n/a

Number of graduates within the last three years

Developmental -n/a

Demographics of graduates

Developmental -n/a

Percent of graduates who are employed within one year of graduation.

Developmental -n/a

What evidence exists that program completers (or near completers) are successful on the job? What, if available, are their beginning salaries?

Developmental -n/a

Percent of employers indicating satisfaction with graduates.

Developmental -n/a

Discuss the most recent results of Focus Group or internal survey of employers.

Developmental -n/a

Number of employers indicating need for more graduates

Developmental -n/a

Provide evidence of SCANS competency integration into course syllabi and programs.

Developmental -n/a

How often does the program's advisory committee meet to discuss curriculum issues?

Developmental -n/a

When and where are advisory committee minutes maintained and posted?

Developmental -n/a

Evidence of recent review of curriculum by external advisory committee.

Developmental -n/a

Advisory committee validation of entry level skills

Developmental -n/a

**Only Transfer Programs complete the items below.**

Number and percent of graduates who transfer within one year of graduation.

N/A

Number of articulation agreements with universities and colleges

N/A

Number of courses that transfer

DEVR 1323 - Advanced College Reading

Number of student complaints about problems with course transfer

N/A

Discuss the results of the most recent Survey/focus group of transfer institutions.

N/A

Discuss data from transfer institutions if available.

N/A

Number of students transferring successfully.

N/A

## CONCLUSIONS

Based on the information collected and analyzed during the program review process, what are the major conclusions of this review of the program?

Summarize them here and complete the *Program Status* form.

Faculty in this program are dedicated and meet SACS criteria. There is consistent and ongoing professional development. Student evaluations reflect high levels of teaching and concern for student learning.

## PROGRAM VISION STATEMENT

State the program's vision or preferred future for the next five years. The vision statement should provide direction to the program as it makes improvements to enhance its effectiveness and efficiency.

The program's vision for the next five years is to continue to improve and keep high standards of teaching through ongoing faculty development in order to continue to help students meet their educational goals.

## RECOMMENDATIONS

What does the self-study team recommend for improving or maintaining the quality of the program? Summarize them here and complete the *Quality Improvement Plan* form.

The program will continue to review and revise goals and objectives if necessary and continue to keep current with the latest research and trends in developmental education.

## ADDITIONAL COMMENTS

We feel we have made a thorough examination of the program with all developmental reading faculty contributing. However, the cumbersomeness and redundancy of the reporting needs to be review and analyzed.

## APPENDIX

List all documents that you used in your report:

OIE Tables 1-9

Developmental Reading Goals and Objectives

SWOT Analysis conducted Fall 2003

Analysis of Non-Transfer, Withdrawal, and Non-Mastery Rates-Dev. Studies FALL 2001

FY 2002 Program Revenues vs. Expenses

FY 2001-2004 Budget - Developmental Reading

When you have completed this report, send it via e-mail to the Coordinator for Institutional Assessment ([rwall@austincc.edu](mailto:rwall@austincc.edu)) as an attachment.